

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Central Union Elementary School District

CDS code:

16-63883-0000000

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A – Improving Basic Programs
Title II, Part A – Supporting Effective Instruction
Title III, Part A – Language Instruction for English Learners
(LEA does not apply for Immigrant Students Funding)
Title IV, Part A – Student Support and Academic Enrichment Grants

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Central Union Elementary School District has worked to align Goals, Expected Outcomes, Actions and funds to support improved performance and growth of all students. We have 4 District LCAP Goals. These goals also serve as the overarching goals for School Plans for Student Achievement. Sites develop SMART Goals based on site level data to support the overarching goals.

Goal 1: Ensure students are prepared for 21st Century Learning and beyond through fully implementing CA State Standards and integration of technology throughout instruction. (Priorities 2, 3 & 4)

Goal 2: Provide all students with equitable access to core program activities, highly-qualified staff, as well as safe and well-maintained schools. (Priorities 1, 7 & 8)

Goal 3: Meet the needs of English Learners to acquire English Language Proficiency and academic proficiency. (Priority 4)

Goal 4: Address the social-emotional/behavioral needs of our students leading to attendance issues, suspensions and bullying. (Priorities 5 & 6)

Each year, the District completes a comprehensive needs assessment. Data is gathered from multiple sources and analyzed by the LEA and stakeholder groups. Multiple opportunities are provided for Stakeholder input. Goals, Actions/Services and Funding are reviewed annually to ensure effective use of funds to achieve goals. All LCAP Goals are supported by State Funds and supplemented through appropriate Federal Funds.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Central Union Elementary School District takes great effort to align the use of federal funds with activities funded by state and local funds.

Goal 1 includes Actions and Services to support the Implementation of State Standards (Priority 2), Parental Engagement (Priority 3) and Student Achievement (Priority 4). A Comprehensive PD Plan, LCAP 1.2, utilizes LCFF funding and is supplemented with Title II funds to provide professional development to teachers, instructional aides and administrators. Professional development training is focused on supporting the overall goal of improving student learning.

Goal 2 is aligned to Basic Services (Priority 1), Course Access (Priority 7) and Other Pupil Outcomes (Priority 8). Actions and services to support this goal include Standards Aligned materials, Safety and Security Enhancements and a high quality fitness program. The goal is funded solely through State and Local Funds.

Goal 3 focus specifically on our English Learners and includes actions and services aligned to Student Achievement (Priority 4) specifically as it relates to ELs. In order to meet the needs of English Learners, the LEA provides Targeted Intervention (LCAP 3.2) and a Re-designated (RFEP) Celebration (LCAP 3.4) both funding with State and Local Funds. However, An Intensive ELD Summer session (LCAP 3.1) is multi-funded using both LCFF funds and supplemented with Title III funds. An ELD Consultant is contracted to assist in the continuous improvement of ELD at each site through trainings and walk throughs with site admin; the consultant funded through Title III funding.

Goal 4 includes actions and services to increase Pupil Engagement (Priority 5) and provide a positive School Climate (Priority 6). In an effort to reduce Chronic absenteeism, Suspension rate, Expulsion rate and Dropout rates, the LEA is implementing a Multi-Tiered System of Supports (LCAP 4.3) to address the social-emotional and behavioral needs of students. Staffing supporting these efforts include Counselors (LCAP 4.1) and School Resource Officer (LCAP 4.2). All funded through State and local funds.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA's process for identifying disparities begins with collection of data from Dataquest with 2017-18 data available at the time of pull. Total Enrollment, Minority Enrollment and Lo-Income Enrollment numbers are collected by site and LEA. The number of Inexperienced teachers per site is gathered from CALPADS Report 4.4 Staff Profile. **Ineffective** (mis-assigned) and **out-of-field teachers** (haven't yet demonstrated subject matter competence) are identified by coordinating with our County Office of Education. Count of Ineffective and out-of-field teachers is provided by Human Resources (18-19 staffing provided). California Equity Tools are utilized to compile and analyze data gathered to determine any disparities in low-income and minority students being taught at higher rates by teachers who are Inexperienced, Ineffective or out-of-field. Stakeholders are engaged in the process.

The LEA has 0 Ineffective and 0 Out-of-Field teachers. *Our District LCAP Goal 2: Provide all students with equitable access to core program activities, highly qualified staff, as well as safe and well-maintained schools is aligned to Priority 1 – Basic Services. Metric 1A – Teachers appropriately assigned & fully credentialed is reported annually in the LCAP as well as through the Local Indicator for Priority 1 in California Schools Dashboard.* As a part of the hiring process, a potential employee's credential(s) and subject matter competencies are verified through the county office by the LEA's human resources. Data is collected and reported annually in each site's School Accountability Report Card (SARC). These reports are shared with stakeholder groups in our community through District Board Meetings and are posted on our website. The coordination and process of monitoring has consistently resulted in the District's rates of 100% credentialed and 0% mis-assigned. Therefore, neither low-income nor minority students are taught at higher rates than other students by ineffective or out-of-field teachers.

The LEA seeks to ensure there are no disparities in low-income or minority students being taught at higher rates than other students by ineffective or out-of-field teachers by hiring and appropriately

assigning staff through the credential verification with the county office of education during the hiring process. However, if the LEA were to have an ineffective or out-of-field teacher, they would work with the county office support staff and the teacher to identify action steps needed should a mis-assignment occur.

Inexperienced teachers are teachers with 2 or fewer years experience. Teachers' Total Years of Service and Years in LEA are reported annually in CALPADS (report 4.4) and available in DataQuest. Experienced teachers are sought during teacher recruitment. Educator equity data is collected and analyzed to identify any disparities. The LEA is comprised of 4 schools with Stratford School being the only site receiving Title I Funds. Based on 2017-18 Dataquest Staffing data has a 8% rate of Inexperience teachers.

The LEA's overall Low-Income rate is 51.7%. Stratford School has 80.1% low-income students, the highest percentage in the District, and an Inexperienced Teacher rate of 5.5% which is lower than the LEA rate of Inexperienced Teachers. The highest rate of Inexperienced teachers (10.5%) is at the site with the lowest rate of Low-Income students. Low-Income students are not being served by Inexperienced teachers at a higher rate.

The LEA's overall Minority Rate is 66%. Minority rates in the District are split between the large schools, having percentage rates in the fifties compared to small schools with percentage rates in the nineties. Central and Stratford Schools (small schools) have minority rates of 91.6% and 91.9% respectively. While Stratford, the Title I school, does have the highest minority rate in the District, it has an Inexperienced Teacher rate (5.5%) below the LEA. While Central's Inexperience rate is 12.5%, Akers with a minority rate of only 52.5% has an Inexperienced Teacher rate of 10.5%. Overall, minority students are not being served by Inexperienced teachers at a higher rate.

Inexperienced teachers (2 years or fewer experience) are enrolled in an Induction Program with the local county office of education. They are also provided with a teacher mentor within the District. The District provides inexperienced teachers with additional professional development opportunities for additional support.

Stakeholders are engaged in the process through the LCAP Annual Update and input process. Data is shared and discussed at School Site Council, ELAC, DELAC, Curriculum, Indian Education Council (IEC), District Advisory Council (DAC), and District Board Meetings. Should the LEA have inequities occur, DAC would be the primary committee representing all stakeholders to look at root cause analysis.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has no schools identified for CSI or TSI.

The LEA has one Title I school which has a Schoolwide Program. It is compliant with all state and federal requirements such as Parent/School Compact, Parent Involvement Policy and Annual Title I Meeting. The school conducts a comprehensive needs assessment including review and analysis of data with stakeholders through School Site Council meetings. Opportunities for informed participation

of parents and family members are provided in variety of ways. LEA and site provide all written communication to parents and families in both English and Spanish. In addition, English and Spanish messages are sent through a calling system when appropriate.

Translation services are also provided at all school events and parent meetings to ensure effective participation. Special accommodations will be made for communicating with families that have accessibility needs or other special needs that make corresponding with the school difficult. The LEA provides opportunities for informed participation of parents and family members of migratory children by meeting with parents and family members prior to students being away from school for an extended period of time and once students return to school after an extended absence to support parents in helping their children overcome academic disruption. When appropriate, Independent Study is provided to further minimize the academic disruption. Through the Site Plan development process, decisions are made regarding the use of evidence based practices and materials to address greatest needs to support students in meeting academic standards.

The LEA strives to build the capacity of parents as partners through effective parent and family engagement. The LEA parent and family engagement policy was originally developed with a stakeholder committee. LEA Parent and Family Engagement Policy and Parent Compact are distributed each year at Back to School Night and sent home to all parents and family members of participating students in the first week of school packet. Both documents are reviewed at the Title I Annual meeting for input and revision as need. Parent Volunteer Training is held at each Back to School Night and monthly through the year to further enhance parent and family engagement. The importance of parent involvement is stressed during these trainings.

LCAP Goal 1, Action 5 allocates State funds to each site to be used in the implementation of parent and family engagement on their campus. In addition, the LEA Parent and Family Engagement Title I set-aside (LCAP Goal 1, Action 12) of 1% is expended by the Title I school in the District supplementing the LCFF funding. Through the LCAP engagement process and Site Plan development specific needs are identified for parent and family engagement. The LEA would provide for other reasonable support of parental involvement activities as parents may request through LCFF funding and Title I Parent and Family Set-aside. Parents give input on parent involvement activities through an annual survey and Title I Annual Meetings. Parents and families are also welcome to share input informally. Parent Engagement opportunities at the site focus on helping parents understand the challenging state standards as well as providing them materials and training on how to work with their children to improve academic achievement in the areas of literacy and math. The Title I site partners with PBS for parent literacy nights. Each night provides parents with specific strategies and materials to help parents work with their children in the area of literacy including foundational skills and comprehension. In a following session, parents share their success and concerns in implementing the strategies and materials with their children. LEA provides training to support parents understanding using technology. Parents are trained on how to access the parent portal of the LEA's student information system to monitor their children's academic progress as measured by grades and state testing. Mini training opportunities on topics including internet safety, harm of copyright piracy, and iPad navigation to support parents as they work with their children are provided at ELAC, DELAC, District Advisory Counsel (DAC), and as stand-alone trainings. Parent understanding of State Assessments is supported through training and additional resources linked on the District webpage including videos in English and Spanish.

The LEA maintains a Family Resource Center on the Title I School campus funded by state funds. A bilingual staff member assists parents in coordinating with community resources and services.

The District's focus on connectedness includes connections with parents. The education of LEA staff including teachers, instructional support staff and administrators on parent and family engagement is

an ongoing process. The value of parent contributions and working with them as partners is integrated in Administrator Meetings, Instructional Aides Meetings, and Staff Meetings.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District Homeless set-aside is indicated in the Consolidated Application and LCAP Goal 1, Action 10. Although the District has very few homeless students each year, a plan is in place to support their enrollment, attendance, and success.

When Homeless students are enrolled in schools within the Central Union School District, there is an enrollment procedure in place to ensure that identification and determination of need is completed to ensure the district is meeting the needs of the students and families. All homeless students are immediately enrolled and are automatically enrolled in the Free School Nutrition Program. Homeless students are also enrolled in Title 1 services regardless of site attending. Below is a list of the services provided to families based on individual needs determined when enrolled.

- Transportation (as necessary to ensure student remains in school of origin)
- Priority to Targeted Intervention and Summer School
- Provide School Supplies (based on need)
- Coordination of services (Medical, Dental, Mental, and Health Services through needs assessment)
- Connect Parent to Local Community Resources including Family Resource Center on Title I site

Attendance, discipline referrals, academics and social-emotional behaviors of homeless students are monitored as a measure of success. Sites are responsible for the monitoring of students. The LEA Homeless liaison contacts the site if there are negative changes in any of success indicators.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA's comprehensive professional development plan (LCAP 1.2) includes both long range and short term goals. This comprehensive professional development plan is a part of a larger District system. It is aligned to the development and implementation of a Multi-tiered System of Supports including academics (RTI) and social-emotional/behavioral supports.

The focus of the plan is increased student learning and teacher learning as measured through common formative assessments, Interim assessments and Summative State Assessments across schools and teachers. At the center of this plan is the evidence based practice of professional learning communities (PLCs). Through a partnership with Solution Tree, PLC team leads have been trained and lead the work of identifying Essential Standards (content) and development of Common Formative Assessments (CFAs) to measure student progress towards those standards. This work is being completed in districtwide teams ensuring equity and consistency of a Guaranteed Viable Curriculum across the District. The PLC capacity building has been focused and sustained with some staff receiving intensive PLC training each year to build the capacity of all staff to actively participate in the process and engage in shared leadership in their team. Training and coaching in the professional learning process are ongoing and includes both teaching staff and administrators at all

levels. Through the collaborative process shared accountability for student learning is achieved as well improved pedagogy as teachers learn from other practitioners best practice based on evidence.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Title II Funds are utilized to supplement state funding in supporting the Comprehensive Professional Development Plan (LCAP 1.2) which is a centralized service. The LEA prioritizes the use of Title II funds through the use of its comprehensive needs assessment. Meaningful consultation with stakeholders (teachers, administrators, paraprofessionals, parents and community) occurs through the engagement process of the LCAP. The evidenced based practice of Professional Learning Communities is at the heart of the Comprehensive PD Plan. The prioritization of funds to support building capacity in PLCs was determined based on analysis of the data from the needs assessment. CA Schools Dashboard data demonstrates academic growth for all students and closing of achievement gaps overall. The LEA continuously evaluates the effectiveness of funding in contributing to positive outcomes for high-needs schools and students. PLC capacity building has been focused and sustained with some staff receiving intensive PLC training each year to build the capacity of all staff to actively participate in the process and engage in shared leadership in their team. Training and coaching in the professional learning process are ongoing and includes both teaching staff and administrators at all levels to ensure sustainability.

The LEA has no schools in CSI or TSI. If a school were to be identified as CSI or TSI, a comprehensive needs assessment would guide the LEA in prioritizing of funding.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA utilizes a variety of data sources to monitor and evaluate the Comprehensive Professional Development Plan (LCAP 1.2) which includes Title II activities. Measures of student learning (CFAs, Interim Assessments, and Summative Assessments) as well as meaningful engagement with stakeholders through professional development feedback in site spring visits, LCAP Annual Update and Stakeholder Engagement process, and LCAP Local Surveys of parents and staff are all sources of data. Data is analyzed on a large scale annually with the release of key state data points. The LEA, however, monitors the effectiveness of Title II, Part A activities on an ongoing basis through the use of local data (State provided SBAC Interim Assessments, PLC team developed Common Formative Assessments aligned to Essential Standards, Academic Screener data, . . .) through an Integrated Data Dashboard (LCAP 1.9) which provides timely actionable data aligned to several state priorities including priority 4 –

Student Achievement. As PLC teams collaborate and determine additional short-term PL needs these are communicate to the Ed. Services Dept. and best the means of meeting needs is determined. Title II activities are a part of the LEAs coherent plan for effective PLCs supporting a Multi-tiered system of supports across the District.

Data, including a wide array of monitoring metrics in LCAP, is regularly reported to stakeholders including employee groups, governing board, parents and the community. Disaggregated data is analyzed to guide in decision making in the allocation of funding to ensure learning for all students in safe and positive learning environments with high quality educator effectiveness.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LCAP Goal 3 is focused on meeting the needs of English Learners to acquire English Language Proficiency and academic proficiency. Specific professional development is provided to teachers, site administrators and other district leaders to support this goal.

English Language Proficiency Assessments for California (ELPAC) are the state measure of English Language Proficiency for English Learners. Therefore, a clear understanding of the expectations is needed by staff working with English Learners. ELPAC is administered by site staff. All staff administering ELPAC (administrators and teachers) are required to be trained and calibrate annually. The use of site staff to administer ELPAC is designed to enhance the understanding of assessment practices and measures as well as improve instruction and assessment of English Learners.

LEA's comprehensive needs assessment includes data from feedback in site spring visits, LCAP Annual Update and Stakeholder Engagement process, and LCAP Local Surveys of parents, teachers, paraprofessional and administrators, and student data. Based on the needs assessment, the LEA determined a professional learning priority to be increased understanding of Designated and Integrated ELD. A Title III funded ELD Consultant (LCAP 3.3) is contracted to support each site with focused and sustained learning in building that capacity. The design of the professional learnings is differentiated to provide equity to all students due to the diverse campuses. Professional development activities include classroom visitations by administration with the ELD Consultant with discussion follow visits to build administrator capacity and understanding of ELD. Training with small grade-span alike teachers on the ELD standards, ELPAC and use of data, and planning of ELD with their students' needs in mind is also included.

Through the Professional Learning Communities (PLC) process, all staff are provided job embedded, data driven and standards aligned professional development on an on-going basis.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not receive Immigrant Funding.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LCAP Goal 3 is focused on meeting the needs of English Learners to acquire English Language Proficiency and academic proficiency. The LEA offers two programs for English Learners – English Language Mainstream and Structured English Emersion. All English Learners are provided both Designated and Integrated English Language Development. In addition to the core ELA and ELD adopted curriculum, teachers have access to a variety of intervention materials (LCAP 3.5, Title III Funded) to assist English Learners with English Proficiency.

The LEA meaningfully consults with stakeholders through the LCAP engagement process including LCAP Annual Update and Stakeholder Engagement, LCAP Local Surveys of parents, teachers, administrators and paraprofessionals, and committees such as District English Learner Advisory Counsel (DELAC), District Advisory Committee (DAC), and Curriculogy. A variety of consultation opportunities are available to stakeholders in and outside the school day in a various forms to provide flexibility. Consultation materials and format consider specific stakeholder audiences.

The LEA offers an Intensive ELD summer school program (LCAP 3.1). Based on a high number of students lingering at the Intermediate level and stakeholder input, this program was developed to focus on LTELs or students at-risk of becoming an LTEL. The LEA also supports Targeted English Proficiency Intervention (LCAP 3.2) at sites. Several metrics are in place in the LCAP to monitor English Learner Progress. (Reclassification Rate, Percentage of EIs who make English Language Proficiency progress, and Academic Performance Indicators in ELA and Math disaggregated for EIs). These are analyzed regularly. In addition, the LEA utilizes a pre- and post-test in the Intensive ELD program consistently demonstrating growth for students. Administrators overseeing English Learners on their campus monitor interim EL progress each trimester through grades and local assessments. EL Intervention plans are put in place for students not making adequate progress. These actions are LCFF funded, but are used strategically to support Title III activities.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LCAP Goal 3 is focused on meeting the needs of English Learners to acquire English Language Proficiency and academic proficiency. The LEA meaningfully consults with stakeholders through the LCAP engagement process including LCAP Annual Update and Stakeholder Engagement, LCAP Local Surveys of parents, teachers, administrators and paraprofessionals, and committees such as District English Learner Advisory Counsel (DELAC), District Advisory Committee (DAC), and Curricuology.

The LCAP and site plans include an array of metrics monitoring the English acquisition progress of English Learners. Success is measured through Reclassification Rate, Percentage of ELs who make English Language Proficiency progress, and Academic Performance Indicators in ELA and Math disaggregated for ELs. The LEA sets expected outcomes for each of these measures annually. This data is regularly reported to stakeholders including employee groups, governing board, parents and the community.

In addition, interim progress of English Learners is monitored. The LEA utilizes a pre- and post-test in the Intensive ELD program (LCAP 3.1) consistently demonstrating growth for students. Administrators overseeing English Learners on their campus monitor interim EL progress each trimester through grades and local assessments. EL Intervention plans are put in place for students not making adequate progress.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Central Union Elementary develops its application in consultation with School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, parents, staff, community, and District Advisory Committee. We administer an annual survey, discuss federal program requirements, and student needs based on data with these groups throughout the year. We have developed a comprehensive needs assessment using district data and the LCAP is developed based on that data. We are implementing programs to support Well-Rounded Opportunities, Safe and Healthy Students, and Effective Use of Technology through LCAP Goals 1, 2, and 4.

LCAP Goal 1: Ensure students are prepared for 21st Century Learning and beyond through fully implementing CA State Standards and integration of technology throughout instruction. (Aligned to State Priority 2: State Standards, Priority 3: Parental Involvement, and Priority 4: Pupil Achievement)

LCAP Goal 2: Provide all students with equitable access to core program activities, highly qualified staff, as well as safe and well-maintained schools. (Aligned to State Priority 7: Course Access and Priority 8: Other Pupil Outcomes) Metrics include pupil access to broad course of study, facilities maintained, and pupil outcomes (learning in broad course of study and Physical Fitness).

LCAP Goal 4: Address the social-emotional/behavioral needs of our students leading to attendance issues, suspensions, and bullying. (Aligned to State Priority 5: Pupil Engagement and Priority 6: School Climate.) Metrics include attendance, suspensions, expulsions, and local measures of students' sense of safety and connectedness.

Well-Rounded Educational opportunities is supported through LCAP Goal 2 with equitable access including access to specialized teachers in arts and music education. LCAP Goal 1's Comprehensive Professional Development Plan further supports through professional development to support staff if providing a high quality, well-rounded education. For example, HSS PD to support teachers in making the shifts and strengthening instruction. Safe and Healthy Students is supported by extensively through LCAP Goal 4 which provides for counselors and a Multi-tiered System of Supports (MTSS) focused on social-emotional and behavioral needs. Through MTSS the LEA is implementing systems

and practices to prevent bullying and promote supportive school climates. LCAP Goal 2 also contributes to safe and healthy students by providing an enriching and engaging physical fitness program which includes specialty staff and fitness zones at each campus which promote a healthy, active lifestyle. Security & safety enhancements made each year included in Goal 2. Effective Use of Technology is supported in Goal 1. This goal includes ensuring access to up-to-date technology and regular academic use. The LEA maintains 1:1 iPads in K – 8th grades. Technology training is included in the goal's Comprehensive PD Plan to support the use of curricula using technology as well as integration of technology throughout content areas. The technology program aligns to implementation of state standards, assessment, blended learning, and differentiation for students. The Comprehensive PD Plan provides educators, school leaders, and administrators high-quality professional development to personalize learning and improve academic achievement. Professional Learning Communities including training and support in their implementation is key to the success of improving academic achievement. We evaluate our programs annually in our LCAP with all stakeholder groups. We have aligned all actions and goals to associated metrics and expected outcomes to reflect, analyze and adjust services to students. We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title II, Part A for allowable use.